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ABSTRACT

This booklet is comprised primarily of the summaries of computerized readability assessments of sample passages from each story or chapter in a reading textbook series for grades one through eight. Introductory chapters offer discussions of the computerized readability assessment program used, the various uses of readability information about a textbook series, the five readability formulas (Spache, Harris-Jacobson, Fry, Dale-Chall, and Flesch) selected for the computerized analysis program, and directions for reading the computer printouts included. (AEA)

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READABILITY

A Consumer's Guide

Computerized Analysis:

The Holt Basic Reading System

Holt, Rinehart, and Winston, 1977

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Chapter 1

Using Technology in Individualized Teaching

Teachers are held accountable for "Why Johnny and Joannie Still Can't Read." Blame has been directed at teachers, students, television, parents, teacher education programs, teaching methods, ad infinitum. Few critics have questioned the accuracy of the labeling of materials by publishers as an obvious possibility. "Teachers should not be expected to have to rewrite, edit, or analyze textbooks in order to select material at the appropriate reading level for a given student." (2)

This guide takes the guess factor out of identifying reading levels and substitutes precision readability assessment according to recognized formulas.

What is readability?

Readability is a term used to describe the relative reading ease or difficulty of printed narrative. This level of difficulty is usually expressed in terms of school grade equivalents. They range from preprimer in grade 1 through grade 17 which denotes graduate school reading level. Some publishers are masking the precision of school grades by using labels such as "adult" which can refer to grade 6 and above or secondary which encompasses grades 9 through 12. Others are using letters such as ABC or terms such as "easy to difficult" to report reading levels.

How is readability determined?

Researchers and publishers have developed readability formulas which predict the difficulty of material for the reader at a given level. The level of difficulty is usually expressed in terms of school grades. Edgar Dale and Jeanne Chall describe readability formulas as a means of predicting in a fairly short time how difficult a piece of written material is to read and understand. (5) George Klare has stated that "a readability formula uses counts of language variables in a piece of writing in order to provide an index of probable difficulty for readers. It is a predictive device in a sense that no actual participation by readers is needed." (10)

What is computerized readability assessment?

Britton and Lumpkin have computerized the major published formulas for determining readability. The computerized readability program rapidly analyzes sample passages of material and determines a grade rating. Several formulas are used to analyze the materials.

How frequently are readability formulas used?

In their textbook specifications, most publishers state that they use readability formulas to assign a reading grade level for a book or series. Fry has indicated that the limited usage of these readability formulas in broader educational circles may be due to excessive working time needed and the difficulty in computing some of the existing formulas. (8) Often, only a few samples per text are analyzed to determine the reading level for the entire text. Few publishers have used more than one or two formulas on the same material.

Are textbooks precisely labeled as to reading levels?

Teachers' guides and publisher's promotional literature imply that the textbooks are precisely labeled for each grade level. According to George and Evelyn Spache, "Many (teachers) still accept the publisher's labels for the levels of textbooks and would be shocked to read the analyses of textbook difficulty which almost uniformly indicated that many, if not most, content textbooks are written at reading levels much higher than the grade levels for which they are offered." (13) (p. 278) Britton and Lumpkin's research is showing that graded texts contain a range of stories varying as much as five or more reading grade levels in difficulty according to multiple standard readability formulas. Their research shows that often over 50% of the stories are 2 or more grade levels above the publisher's designated grade level.

Are reading stories arranged in order of difficulty?

Educators assume that the stories are arranged sequentially in order of difficulty with the easier stories placed at the beginning of the book. The authors have found little evidence to support this concept in the series analyzed. (1) (See book summaries in Chapter 6)

How are other textbooks analyzed for readability?

Publishers often use the same procedures for determining readability for all texts. Occasionally, publishers state that their textbooks such as math, science, social studies do not lend themselves to the readability assessment process and therefore no documentation regarding readability is submitted to the textbook selection committees or classroom teachers. As George and Evelyn Spache stated in their own politically astute manner, "In general, some basal readers are reasonably accurate in their labels, but unfortunately (other) textbooks and trade books may often be incorrectly graded or even lacking in any indication of their grade levels." (14) (p. 318)

How does computerized readability assessment assist the teacher?

Computer technology has streamlined calculations to allow objective, rapid, accurate assessment of textbook material on a large scale basis. This computer capability makes possible:

. . . . Speed and ease of computation for labeling of material at the correct grade level

. . . . Accurate computation and precise assignment of grade levels

. . . . Use of objective standards or recognized formulas in determining reading levels

. . . . Printouts of unfamiliar words by formula

. . . . Research possibilities in many areas of reading improvement

. . . . Prescriptive teaching by enabling the teacher to assign accurately labeled material according to each student's needs

. . . . Placing stories in a sequence in order of difficulty

. . . . Assessing readability of prose in math, health, social studies, science and other textbooks and trade books.

The application of readability formulas to entire series and extensive quantities of printed material is now a reality. The technology of utilizing computers to measure readability levels along with an objective process for determining race, sex, and career bias are exciting breakthroughs in obtaining more effective teaching materials. The technology of reading is here; it is a modernization long overdue!

READABILITY OF THIS CHAPTER:

Dale-Chall . . . . . **grade 16**
Fry . . . . . **grade 12**
Flesch . . . . . **grade 13**

Chapter 2

How Readability Labels Assist in Reading Instruction

There are three main categories of people involved with instructional reading materials; the publishers and producers, the professional users of materials, and the student consumers. While readability labels can assist all three groups, only their role in assisting professional users of materials is discussed in this booklet.

Editors can use readability formulas to arrange a text sequentially and at the correct grade level. Editors could also publish readability levels for each story in the teachers' guide and as well as for the supplemental materials and workbooks. In fact, readability analysis should be employed in developing standardized tests, business contracts, technical manuals, government publications including tax forms, as well as in instructional materials. Writers can analyze manuscripts before finalizing them when writing for a specific target audience. If the manuscript is not appropriate for the target group, modifications can be made and tested until the material is appropriate.

Once this information is computed for educational materials, it should be distributed to the professional users so that it can be incorporated into teaching strategies such as individualized instruction or small group instruction. Some of the uses of the information about the series analyzed for this booklet are included below.

Group I

Resource Teachers
Reading Specialists
Teachers of Exceptional Children will be able to:

1) Select material from pages analyzed to develop precisely labeled informal reading inventories.
2) Diagnose with greater precision based on reading material accurately labeled.
3) Readily provide more definitively labeled materials for students with demanding needs.
4) Provide numerous types of materials with the same reading level value for students performing at a plateau level.
5) Assist the special-needs student with precisely labeled directions to skill lessons and content of skill lessons.
6) Maximize use of content material labeled with discrete reading grade levels.
7) Incorporate the computerized multiformula readability assessment program in the development of prescriptive materials and assessment packages.
8) Enhance student self-concept since success rates should be higher in accurately labeled materials.
9) Save time in preparing diagnostic instruments such as informal reading inventories.

Group II

Classroom Teachers will be able to:

1) Label each story in the teachers' editions with reading levels printed in the summary table for the grade level.
2) Design informal reading inventories based on stories labeled by reading grade level.
3) More precisely prescribe appropriate instructional material for each student or group with computer printouts showing discrete reading grade levels for each story or chapter.
4) Plan and arrange to teach in sequence stories to be read according to student needs and story difficulty. For example, stories above grade level could be assigned to the advanced group. More difficult stories may be presented at a later time or deleted for groups reading below grade level.
5) Pace the rate of progress through the text according to the difficulty of the story. Time frames could be lengthened for more difficult stories, and easier stories given less time.
6) Use new series or materials immediately, thus by-passing the problem of having to "learn" the series for two or three years (identifying those stories or chapters which are "difficult" for students to comprehend).
7) Reduce time spent in determining reading levels for each story or learning packet.

8) Provide paraprofessionals or aides with pre-labeled material thus freeing the teacher from the time-consuming selection of all materials for each student.

9) Select pre-assessment and post-assessment materials appropriate for target groups or individuals.

10) Present content material using various strategies based on the reading difficulty of the material and the vocabulary level.

11) Select individually labeled skill book materials showing the reading level for each chapter and the readability formula used.

12) Enhance their chances of successfully teaching reading.

Group III

Librarians will be able to:

1) Be more accurate in coding books for reading levels.

2) Assist students with the selection of trade books based upon a readability standard for grade level designation.

3) Promote the lifelong enjoyment of reading by providing students with a successful experience each time they read.

4) Be more effective resource personnel for teachers through making more precise recommendations.

Group IV

Textbook Selection Committees will be able to:

1) Require and evaluate readability information for each chapter or story.

2) Document the reading levels of a series of texts to determine the proper arrangement and sequencing of materials in terms of reading difficulty.

3) Determine if content texts are written at the reading grade level in which they will be used.

4) Confirm the reading grade level for each chapter or segment in content texts. For example, if a fifth grade social studies text is intended to be used by ten year olds, most of the chapters should show a fifth grade reading level.

5) Require multiple formula readability documentation from an evaluator not connected with textbook companies prior to submitting recommendations.

6) Require that procedures for determining reading level documentation be submitted along with the samples used.

7) See how averaging readability scores masks the true reading level of the samples whether in book form or single chapter form.

It is inconceivable that hundreds of thousands of dollars in federal and state dollars are being spent on reading instruction and reading materials – without adequate verification of reading levels. It is inconceivable that special education programs for assisting developmental, remedial or adult readers could have resource centers containing unverified gross labeling of entire textbooks. Yet this is certainly the case unless some unusually dedicated professional has taken hundreds of hours to hand calculate readability in each selection or chapter. Teachers and reading specialists deserve accurately labeled material. They should not be expected to have to rewrite, edit or analyze textbooks in order to select the appropriate material for a given student. "In an era of innumerable functional illiterates and below-average readers, it is unfortunate that promoters of literacy do not reveal more readily and more openly the criteria by which they measure the difficulty of their materials." (11)

Of course, the most important beneficiaries of the accurately labeled materials are the student consumers. At this point, it is impossible to estimate how many students have suffered from frustration, boredom, guilt, and diminished self-concept for being poor readers. How much of this defeat might have been avoided if students had been given written materials suited to their reading ability is open to conjecture. What is not open to conjecture is the fact that every advancement in the technology of reading must be utilized to overcome the national and personal tragedy of inadequacies in reading skills.

READABILITY OF THIS CHAPTER:

Dale-Chall..... grade 16
Fry..... grade X
Flesch..... grade 17

Chapter 3

Selection of Readability Formulas

The formulas selected for the computer program are the Spache (grades 1-3), Harris-Jacobson (grades PP-8), Fry (grades 1-13), Dale-Chall (grades 4-16) and Flesch (grades 5-17). These formulas were selected because we believe they are the best available. They are based on extensive research, they are objective and they can be computerized. In addition, these formulas are the ones most frequently cited by publishers in their promotional material. The formulas are described fully in the references.

The reader may be interested in a few specifics about readability formulas.

Spache
Grades 1-3
Revised, 1974

- . . . . developed by George Spache in 1953, revised 1974
- . . . . based on lists of words which occurred most frequently in children's texts
- . . . . validated against level of classroom use for books in grades 1-3
- . . . . includes many rules for applying the formula and word counting (12)

Harris-Jacobson
Grades PP-8

- . . . . published by Jacobson in 1975 from two previously unpublished formulas – (I for material below fourth grade; II for material grade four through six)
- . . . . based on percent of unique or unfamiliar words and average sentence length
- . . . . validated on six reading series using preprimer through sixth grade material (9)

Fry
Grades 1-13
Revised, 1975

- . . . . The Fry Readability Scale is an updated version of his earlier "Readability Graphs"
- . . . . uses the formula variables of the number of syllables per 100 words and number of words per sentence.
- . . . . The 1975 Readability Scale includes counting proper nouns and alteration of the interpretation scales
- . . . . validated on both primary and secondary materials

Dale-Chall
Grades 4-16
1948

- . . . . is designed for middle school through adult materials
- . . . . is based on a word list and a factor of average sentence length
- . . . . contains the most complex rules for applying the formula and word counting
- . . . . used the criterion of sample passages from the McCall-Crabbs Standard Test Lessons in Reading which were already graded in difficulty (5)
- . . . . is partly validated on teacher and librarian judgments of material difficulty and by correlation with other formulas (4)

Flesch
Grades 5-17 [1943]
Revised 1948

- . . . . a statistical formula for the measurement of readability
- . . . . based on sentence length and the number of syllables in a passage rather than a word list
- . . . . used passages from McCall-Crabbs Standard Test Lessons of graded selections for a criterion (6)

Other Formulas Considered

Farr-Jenkins-Paterson (1951) Grades 5-17
. . . . devised a formula similar to Flesch's
. . . . counts one syllable words (monosyllables) and sentence length
. . . . originally included in the computer program for research purposes but printouts are deleted because of low correlations with more widely researched formulas

Danielson-Bryan (1963) Grades 3-16
. . . . developed from Farr-Jenkins-Paterson specifically for computer use
. . . . based on characters per space and per sentence
. . . . also included in the program for research purposes but printouts are deleted because of low correlations with more adequately researched formulas

Fog (1952) Grades 6-17
. . . . Gunning's Fog Index is based on average number of words and the percent of difficult words
. . . . difficult words are those which contain three or more syllables
. . . . contains some unnecessary complications (10)

Smog (1969) Grades 6-19
. . . . McLaughlin's Smog grading formula is based on polysyllable word counts and sentence length
. . . . validated formula against the McCall-Crabbs passages
. . . . Smog Formula gives scores 2 grades higher generally than the Dale-Chall according to the authors and George Klare (10)

Cloze (1953)
. . . . Taylor's Cloze procedures delete every fifth word; student reads passage to complete sentence by adding deleted words
. . . . cannot be computerized except by conversion to multiple choice questions or answers which alters the procedure substantially
. . . . can be used as criteria in formula development (10)

Some formulas in the program are relatively old (Dale-Chall, 1948). Some have just been revised with new vocabulary additions (Spache) or new directions (Fry). All appropriate formulas are presented in each printout so that the teacher can select the desired formulas. Details of these formulas presented and others are available to the public in educational literature.

READABILITY OF THIS CHAPTER:

Dale-Chall	grade 12
Fry	grade X
Flesch	grade 11

Chapter 4

How to Read Computer Printouts

This booklet is comprised primarily of the summaries of readability assessments of sample passages from each story or chapter in the series. Most of the sample passage printouts are not shown in this booklet due to the copyright law and cost factors. The printouts for each passage are available from the publishers.

Fair sample selection

The predetermined sample selection procedure is usually employed for all series to assure freedom from selection bias.

Identification of sample passages

Samples start at the beginning of a paragraph and run at least 100 words. The sentence in which the hundredth word appears has to be completed in order for the computer system to read it. The majority of the passages range from 100 to 110 words.

Number of samples analyzed

A single passage was analyzed from each story or chapter. The reading grade levels are displayed on the readability summary printout page.

Words displayed

In one program option, the printout displays words not found on word lists for each sample. One sample of a word list printout is included.

ANALYSIS OF READABILITY
BRITTON AND ASSOCIATES, INC.
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1977

KEYS TO READING
CINNAMON PEAKS
SEA CREATURES
PAGE 292

SAMPLE PASSAGE NO. 25

WORDS NOT ON DALE-CHALL LIST:

ZONES	CREATURE	MAMMAL	GILLS	THEREFORE	UNDERWATER
THRUST	LUNGS	PRESSURE	TREMENDOUS	HUMAN	PROBABLY
DREADED	DISEASE				

WORDS NOT ON HARRIS-JACOBSON WORD LIST:

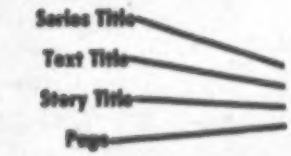
WHALE	FORTH	ZONES	CREATURE	THRUST	MAMMAL
GILLS	THEREFORE	BREATHE	UNDERWATER	OCEAN	SURFACE
ORDER	LUNGS	DIVE	HALF	HUMAN	PRESSURE
TREMENDOUS	SHOOT	SWIFTLY	DOVE	DREADED	DIVER
SURFACED	HUNDRED	PROBABLY	DIE		DIVER'S
DISEASE	KNOWN	BENDS			

Reporting reading levels

The reading levels are reported in school grade equivalents such as PP = preprimer, P = primer, 1 = first grade, 2-2 = second grade second semester, 3-1 = third grade first semester, 4 = fourth grade, 6 = sixth grade, 8 = eighth grade, 10 = tenth grade, 14 = fourteenth grade or college sophomore, 16 = sixteenth grade or college senior level.

Sample Printouts

The computer printout shows the passage along with the reading levels by formula and various readability factors. The reading grade levels for each passage are summarized into one table. The various sections of the printout are identified as follows:




```
                                        ANALYSIS OF READABILITY
HOUGHTON MIFFLIN READING    BRITTON AND ASSOCIATES, INC.   77/09/06.
IMPRESSIONS
RESCUED BY DOLPHINS
PAGE   354

LINE                    SAMPLE PASSAGE NO.  35

   1     HE NO LONGER FELT ALONE NOW HE HAD COMPANIONSHIP, EVEN
   2     THOUGH IT WAS NOT HUMAN AND COULD DO NOTHING TO HELP HIM.
   3     IT WAS FASCINATING TO WATCH THE LEATHERY, DOVE-GRAY BODIES
   4     MOVING AROUND HIM WITH SUCH EFFORTLESS EASE AS THEY HUNTED
   5     AMONG THE DEBRIS OF THE SANTA ANNA.  THEY WERE DOING THIS,
   6     JOHNNY SOON REALIZED, PURELY OUT OF PLAYFULNESS AND FUN!
   7     THEY WERE MORE LIKE LAMBS GAMBOLING IN A SPRING MEADOW THAN
   8     ANYTHING HE HAD EVER EXPECTED TO FIND IN THE SEA.
   9     THE DOLPHINS CONTINUED TO SURFACE AND TO LOOK AT HIM FROM
  10     TIME TO TIME, AS IF MAKING SURE THAT HE HAD NOT RUN AWAY.

         PUBLISHER'S DESIGNATED GRADE LEVEL - - - - - - -   6

**************************************************************************
*                    READABILITY INDEXES                                 *
*                                                                        *
*   FORMULA                          INDEX      READING GRADE LEVEL    *
*   -------                          -----      ------- ----- -----    *
*   HARRIS-JACOBSON II - - - - - -  7.41 - - - - -  X                    *
*   FRY  - - - - - - - - - - - - -  - - - - -  8                         *
*   DALE-CHALL - - - - - - - - - -  6.73 - - - - -  8                    *
*   FLESCH - - - - - - - - - - - -  67.67 - - - - -  8                   *
*                                                                        *
**************************************************************************

                        READABILITY FACTORS

                TOTAL NUMBER OF WORDS          109.
                TOTAL NUMBER OF SENTENCES        4.

                AVERAGE SENTENCE LENGTH (WORDS)        27.00
                AVERAGE WORD LENGTH (LETTERS)           4.19
                AVERAGE WORD LENGTH (SYLLABLES)         1.32

                WORDS NOT ON DALE-CHALL LIST           12
                WORDS NOT ON HARRIS-JACOBSON LIST      21

                NUMBER OF SENTENCES WITH 10 OR FEWER WORDS      0
                NUMBER OF SENTENCES WITH 11 TO 20 WORDS         0
                NUMBER OF SENTENCES WITH 21 TO 30 WORDS         3
                NUMBER OF SENTENCES WITH OVER 30 WORDS          1

                NUMBER OF WORDS WITH 5 OR FEWER LETTERS        84
                NUMBER OF WORDS WITH 6 TO 10 LETTERS           21
                NUMBER OF WORDS WITH OVER 10 LETTERS            3
```

Sample Passage

Readability Indexes

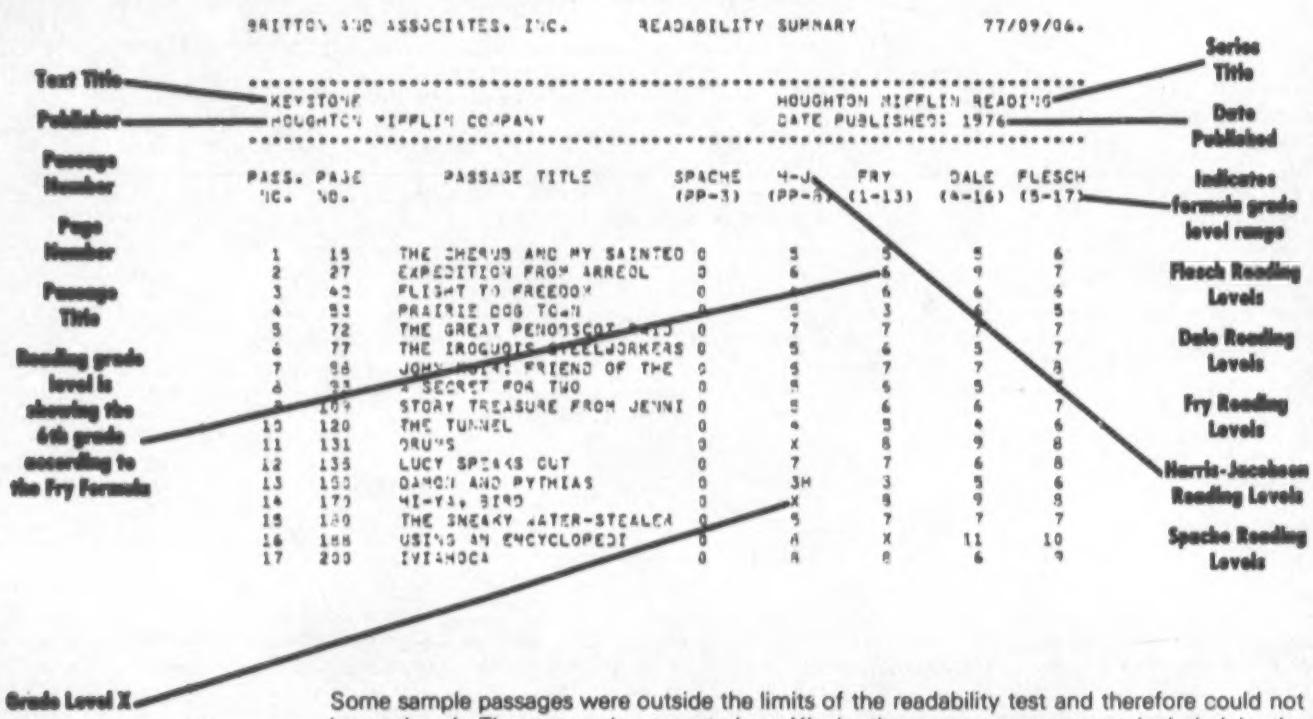
Formula listing of reading grade level assessment

Number of words in a sentence

Number of letters in a word

Readability Summary

The readability summary lists the story titles and shows the reading levels of the passages according to the different formulas. The readability tests applied to each passage were determined by the assigned grade level for the text. For example, the passage in a second grade text would be assessed by the Spache, Harris-Jacobson, and the Fry formulas since each of these formulas is designed to assess material at this level. A sixth grade text would be analyzed by the Harris-Jacobson, Fry, Dale-Chall, and the Flesch formulas. Various features of the readability summary are identified in the following example:


BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 77/09/06.
Text Title
KEYSTONE
Publisher
HOUGHTON MIFFLIN COMPANY
Series Title
HOUGHTON MIFFLIN READING
Date Published
DATE PUBLISHED: 1976
Passage Number
Page Number
Passage Title
Reading grade level is showing the 6th grade according to the Fry Formula
Grade Level X
Indicates formula grade level range
Fleach Reading Levels
Dale Reading Levels
Fry Reading Levels
Harris-Jacobson Reading Levels
Spache Reading Levels
PASS. NO. PAGE NO. PASSAGE TITLE SPACHE (PP-3) H-J (PP-6) FRY (1-13) DALE (4-16) FLESCH (5-17)
1 15 THE CHERUB AND MY SAINTED 0 5 5 5 6
2 27 EXPEDITION FROM ARREOL 0 6 6 9 7
3 42 FLIGHT TO FREEDOM 0 4 6 6 6
4 53 PRAIRIE DOG TOWN 0 5 3 6 5
5 72 THE GREAT PENOBSCOT RAID 0 7 7 7 7
6 77 THE IROQUOIS STEELWORKERS 0 5 6 5 7
7 98 JOHN MUIR: FRIEND OF THE 0 6 7 7 8
8 91 A SECRET FOR TWO 0 5 6 5 6
9 109 STORY TREASURE FROM JENNI 0 5 6 6 7
10 120 THE TUNNEL 0 4 5 4 6
11 131 DRUMS 0 X 8 9 8
12 135 LUCY SPEAKS OUT 0 7 7 6 8
13 150 DAMON AND PYTHIAS 0 3H 3 5 6
14 170 HI-YA, BIRD 0 X 9 9 8
15 180 THE SNEAKY WATER-STEALER 0 5 7 7 7
16 188 USING AN ENCYCLOPEDI 0 A X 11 10
17 200 IVIAHOCA 0 A 8 6 9

Some sample passages were outside the limits of the readability test and therefore could not be analyzed. These samples reported as X's in the summary were not included in the averaging.

The reading grade level for which the text has been designed as indicated by the publisher

```
PUBLISHER'S DESIGNATED READING LEVEL - - -  5
```

Composite Summary

This part of the summary for each text displays the information in a comparison table, formula by formula.

Grade Ranges

```
BRITTON AND ASSOCIATES, INC.      READABILITY SUMMARY          77/09/06.

*****************************************************************
*                                                               *
*                        READABILITY SUMMARY                    *
*                                                               *
*                                                               *
*                                  AVERAGE READING   NO. SAMPLES USED*
* FORMULA                GRADE RANGE  GRADE LEVEL      IN AVERAGING *
*                                                               *
* HARRIS-JACOBSON - - -   3L - 8    - - -  5.5 - - - - - -   39  *
* FRY - - - - - - - - -   2.0 -10.0 - - -  6.7 - - - - - -   44  *
* DALE-C-ALL- - - - - -   4.0 -12.0 - - -  7.4 - - - - - -   50  *
* FLEICH- - - - - - - -   5.0 -14.0 - - -  7.5 - - - - - -   50  *
*                                                               *
*****************************************************************

  NOTE:  AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES
         WITHIN RANGE OF FORMULA USED.
```

Notes on Interpretation

Reasons for variation among formulas

The reader will note that in certain instances there are variations among the formulas in the assessment of identical material. This section on interpretation of the printout reveals the differences among formulas and provides data on which to base an interpretation of the formula scores. Some examples of situations resulting in these variations are described below. Since each formula uses a different base (word list/sentence count/mathematical formula) for predicting readability, grade level ratings will vary.

Twenty-five proper nouns in one sample passage

Sample passages containing 25 or more proper nouns will display a variance among the readability formulas. For example, in a fifth grade selection the two formulas based on word lists (Harris-Jacobson and the Dale-Chall) will show lower grade level scores since the 25 proper nouns are counted as familiar terms and therefore place this selection at a lower reading level. The Fry and the Flesch formulas, based primarily on syllable counts and sentence length, will show a higher reading grade level score.

Dialogue and short sentences of one or two words

Sample passages containing dialogue and many short sentences will cause the Fry formula to rate the selections as very easy and assign it a low reading grade level. The Spache, Harris-Jacobson and the Dale-Chall formulas will rate it as more difficult since these formulas are based on a familiar word list.

Foreign language terms

Foreign language terms used for foods, cities, peoples names will report as unfamiliar terms. They may be repeated several times and some formulas report each use as an unfamiliar term.

Linguistically patterned sentences Repetition of single letters

Sentences which are patterned such as "Nan can fan Jan." or "Jan can." or "Jan." or "I-I-I" show a low reading level rating and produce an unevenness among the formulas.

Intentionally misspelled words

Some sample passages, such as a letter written by a child, contain misspelled words intentionally. A sample containing misspelled words would show a significant variation among formulas since the misspelled words are counted as unfamiliar words. The formulas containing word lists would give it a higher rating because of the unfamiliar words.

Dialect, slang substandard grammar

Specialized terms such as "jes," "nothin," "git," "coodent" show as unfamiliar terms since they do not appear on any familiar word list. Reading levels based on formulas containing word lists are inflated by specialized terms such as these. Dialect is also measured differently by different formulas.

Spoonerisms

A spoonerism, or an unintentional interchange of sounds in two or more words, such as "roudy weather followed by clain" would produce an inconsistency among the formulas results since the word list formulas would show "clain" and "roudy" as unfamiliar terms.

Your authors have anticipated many of the questions asked by users of this guide. If the reader has additional questions, please write directly to the authors at 1054 N.W. Fillmore, Corvallis, Oregon 97330. A self addressed stamped envelope should be enclosed.

READABILITY OF THIS CHAPTER:

Dale-Chall	grade 12
Fry	grade 12
Flesch	grade 13

Chapter 5

Selected References

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READABILITY ASSESSMENT PROGRAM

BRITTON AND ASSOCIATES, INC.
1054 N.W. FILLMORE
CORVALLIS, OREGON 97330

(503) 753-7629

DATE PROCESSED: 78/01/19.

CURRICULUM MATERIALS ASSESSED

PUBLISHER: HOLT, RINEHART, WINSTON

SERIES TITLE: HOLT BASIC READING SYSTEM

TEXT TITLE: A TIME FOR FRIENDS

DATE PUBLISHED: 1978

PUBLISHER'S DESIGNATED GRADE LEVEL: PP - 8

FORMULAS USED

SPACHE
HARRIS-JACOBSON
FRY
DALE-CHALL
FLESCH

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****

THE FOLLOWING NOTATIONS ARE USED IN PRINTING SAMPLE PASSAGE SUMMARIES AND SERIES SUMMARIES:

FORMULA	SUMMARY NOTATION	DESCRIPTION
SPACHE	X	OUTSIDE LIMITS OF TEST (ABOVE 3RD GRADE LEVEL
HARRIS-JACOBSON	X	OUTSIDE LIMITS OF TEST (ABOVE 8TH GRADE LEVEL
FRY	X	NO GRADE LEVEL AVAILABLE
DALE-CHALL	X	OUTSIDE LIMITS OF TEST (BELOW 4TH OR ABOVE 16TH GRADE LEVEL)
FLESCH	X	OUTSIDE LIMITS OF TEST (BELOW 5TH OR ABOVE 17TH GRADE LEVEL)

IN ADDITION, AN 'L' PRINTED WITH A GRADE LEVEL INDICATES FIRST SEMESTER OF THAT GRADE, AND AN 'H' INDICATES SECOND SEMESTER.

THE PUBLISHER'S DESIGNATED GRADE LEVEL PRINTED ON THE TITLE PAGE REFERS TO READING GRADES...

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BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 77/12/29.

* RHYMES AND TALES HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON DATE PUBLISHED: 1977 *

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	6	BOOKS, ONE, TWO, THREE	X	PP	0	0	0
2	26	BOOKS FOR YOU, B WAS A BO	PP	P	0	0	0
3	44	THE BIG BOOK, THE LITTLE	PP	PP	0	0	0
4	56	THE BLUE BOOK	P	2L	0	0	0

PUBLISHER'S DESIGNATED READING LEVEL - - -PP1
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READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
SPACHE- - - - - - - -	PP - P	1.4	3
HARRIS-JACOBSON - - -	PP - 2L	1.5	4

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

LINE SAMPLE PASSAGE NO. 1

1 BOOKS ARE BIG. BOOKS ARE LITTLE. BOOKS ARE FOR BOYS.
2 BOOKS ARE FOR GIRLS. SOME BOOKS ARE BIG. SOME BOOKS ARE
3 LITTLE. SOME BOOKS ARE FOR BOYS AND GIRLS. ONE BOOK, TWO
4 BOOKS, ONE, TWO, THREE. BIG BOOKS, LITTLE BOOKS, LITTLE
5 BOOKS FOR ME. ONE BOOK, TWO BOOKS, ONE, TWO, THREE. LITTLE
6 BOOKS, BIG BOOKS, BIG BOOKS FOR ME. WHO READS? BIG BOYS
7 READ. LITTLE BOYS READ. BIG BOYS AND LITTLE BOYS READ.
8 WHO READS? BIG GIRLS READ. LITTLE GIRLS READ. BIG GIRLS
9 AND LITTLE GIRLS READ. WHO READS? PEOPLE READ. BIG
10 PEOPLE AND LITTLE PEOPLE READ. WHO READS? YOU.

PUBLISHER'S DESIGNATED GRADE LEVEL - - - - - - - PP1

READABILITY INDEXES

FORMULA	INDEX	READING GRADE LEVEL
SPACHE		X
HARRIS-JACOBSON I	1.20	PP

READABILITY FACTORS

TOTAL NUMBER OF WORDS	100.	
TOTAL NUMBER OF SENTENCES	24.	
AVERAGE SENTENCE LENGTH (WORDS)	4.17	
AVERAGE WORD LENGTH (LETTERS)	4.10	
AVERAGE WORD LENGTH (SYLLABLES)	1.29	
WORDS NOT ON SPACHE LIST	0	
WORDS NOT ON HARRIS-JACOBSON LIST	0	
NUMBER OF SENTENCES WITH 10 OR FEWER WORDS		24
NUMBER OF SENTENCES WITH 11 TO 20 WORDS		0
NUMBER OF SENTENCES WITH 21 TO 30 WORDS		0
NUMBER OF SENTENCES WITH OVER 30 WORDS		0
NUMBER OF WORDS WITH 5 OR FEWER LETTERS		87
NUMBER OF WORDS WITH 6 TO 10 LETTERS		13
NUMBER OF WORDS WITH OVER 10 LETTERS		0

* BOOKS AND GAMES — HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON — DATE PUBLISHED: 1977 *

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	5	PICTURE PEOPLE, A GAME BO	PP	1	0	0	0
2	16	THE COOKBOOK, CANDY	2	2L	0	0	0
3	33	REX, MY DOG	P	2L	0	0	0
4	44	FIND THE COOKIES	PP	P	0	0	0
5	52	THE BIG STORE	PP	PP	0	0	0

PUBLISHER'S DESIGNATED READING LEVEL - - -PP2
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READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
SPACHE- - - - - - - -	PP - 2	1.6	5
HARRIS-JACOBSON - - -	PP - 2L	1.8	5

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 78/01/19.

* PETS AND PEOPLE HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON DATE PUBLISHED: 1977 *

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	7	STOP GUS.	PP	PP	0	0	0
2	14	WHAT CAN YOU DO WITH A BU	P	1	0	0	0
3	26	SWIM UP.	PP	P	0	0	0
4	34	SHEP, THE SHEEP DOG	PP	PP	0	0	0
5	44	BLUEBELL, THE COW	PP	P	0	0	0
6	54	WHO IS IT?	PP	PP	0	0	0

PUBLISHER'S DESIGNATED READING LEVEL - - -PP3
--

READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
SPACHE- - - - - - - -	PP - P	- - - 1.4 - - - - - -	6
HARRIS-JACOBSON - - -	PP - 1	- - - 1.6 - - - - - -	6

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 78/01/19.

* A PLACE FOR ME HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON DATE PUBLISHED: 1977 *

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	19	TEDDY'S WINDOWS	PP	P	1	0	0
2	29	NOT YET, CLARITA	PP	P	1	0	0
3	41	THE GRUMPIEST MAN	P	1	1	0	0
4	55	THE SMALL LOT	P	2L	1	0	0
5	58	ON BUSY STREETS	1	2H	4	0	0
6	60	A GOOD PLACE TO PLAY	P	P	1	0	0
7	77	A PLACE FOR FRED	P	2L	1	0	0
8	96	AMY	PP	PP	1	0	0
9	106	TOO MUCH NOISE	PP	P	1	0	0
10	121	MAYBE A MONSTER	P	2L	1	0	0
11	135	THE FLOWER KITTEN	P	1	1	0	0
12	147	SAVE MY PLACE	PP	P	1	0	0
13	156	ON QUIET ROADS	2	4	4	0	0

PUBLISHER'S DESIGNATED READING LEVEL - - - P

READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
SPACHE- - - - - - - - -	PP - 2	1.7	13
HARRIS-JACOBSON - - -	PP - 4	2.1	13
FRY - - - - - - - - - -	1.0 - 4.0	1.5	13

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 78/01/19.

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* A TIME FOR FRIENDS HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON DATE PUBLISHED: 1977 *

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PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	16	KIM AND ROSA	1	2L	2	0	0
2	32	TWO FRIENDS	PP	1	1	0	0
3	46	FRIENDS OF THE NEIGHBORHO	2	2H	3	0	0
4	54	THAT'S WHAT FRIENDS ARE	P	2L	1	0	0
5	67	THE LITTLE RED FLOWER	P	1	1	0	0
6	100	MAGGIE IN THE MIDDLE	P	1	1	0	0
7	109	THE NEW SPRING HATS	P	P	1	0	0
8	122	FRIENDS OF THE FAMILY	3	4	3	0	0
9	125	ALL THE LASSIES	P	1	1	0	0
10	135	BERT'S BERRIES	P	P	1	0	0
11	148	THE FAMILY IN ART	3	3H	5	0	0
12	168	A PLACE FOR CARMEN	PP	P	1	0	0
13	180	THE BROWNS SAY GOOD-BY	2	2H	2	0	0
14	186	PEOPLE ON THE GO	2	2H	2	0	0
15	194	OUR TRIP	1	1	2	0	0
16	213	THE CAMEL WHO WENT FOR A	P	2L	2	0	0

PUBLISHER'S DESIGNATED READING LEVEL - - - 1

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READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
SPACHE- - - - - - - -	PP - 3	1.9 - - - - - -	16
HARRIS-JACOBSON - - -	P - 4	2.3 - - - - - -	16
FRY - - - - - - - - -	1.0 - 5.0	1.8 - - - - - -	16

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NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 78/01/19.

* PEOPLE NEED PEOPLE HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON DATE PUBLISHED: 1977 *

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	14	FREDDY FOUND A FROG	2	2L	2	0	0
2	27	CHRISTINA KATERINA AND TH	1	2L	3	0	0
3	31	LITTLE WOLF	P	P	1	0	0
4	42	HELPING OTHERS	2	3H	3	0	0
5	49	WET ALBERT	2	2H	3	0	0
6	56	RUMPLESTILTSKIN	2	3L	4	0	0
7	71	MAXIE	1	2L	2	0	0
8	83	JUNK DAY ON JUNIPER STREE	1	2H	2	0	0
9	96	THE GIANT WHO DIDN'T WIN	2	2H	3	0	0
10	109	NO SWIMMING	1	1	1	0	0
11	113	QUIET ON ACCOUNT OF A DIN	P	1	1	0	0
12	128	FINDING OUT ABOUT DINOSAU	1	2H	3	0	0
13	130	LEARNING FROM OTHERS	2	3L	4	0	0
14	136	MARVIN'S MANHOLE	2	2H	1	0	0
15	162	SOMETHING STRANGE AT THE	P	2L	1	0	0
16	164	CONSERVING OUR RESOURCES	3	4	3	0	0
17	180	TAMMY CAMPS IN THE ROCKY	P	P	1	0	0
18	200	THE POTTER AND THE TIGER	P	1	1	0	0
19	209	THE TREEHOUSE	P	2L	1	0	0
20	214	PEOPLE NEED PEOPLE	2	3H	3	0	0
21	217	THE MUSIC OF MOZART	2	3L	6	0	0
22	227	BOY, WAS I MAD.	2	2L	1	0	0
23	243	PLEASE, CALL HER DO-RE-M-	P	2L	3	0	0

PUBLISHER'S DESIGNATED READING LEVEL - - -2-1
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READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
SPACHE- - - - - - - -	P - 3	2.1	23
HARRIS-JACOBSON - - -	P - 4	2.6	23
FRY - - - - - - - - -	1.0 - 6.0	2.3	23

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 78/01/19.

THE WAY OF THE WORLD
HOLT, RINEHART, WINSTON

HOLT BASIC READING SYSTEM
DATE PUBLISHED: 1977

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	16	SUCH IS THE WAY OF THE WO	1	2H	2	0	0
2	24	THE SUNFLOWER GARDEN	2	2H	3	0	0
3	38	FREDERICK L. OLMSTED	1	2L	2	0	0
4	44	THE EARTH WE LIVE ON	3	5	X	0	0
5	50	BE NICE TO JO	2	3L	3	0	0
6	61	MARTIN FOR MAYOR	2	3L	3	0	0
7	82	THE APPLE WAR	P	1	1	0	0
8	98	FUMIO AND THE DOLPHINS	1	2L	2	0	0
9	104	MY MOTHER TALKS TO DOLPHI	2	3L	6	0	0
10	113	THE SHELL COLLECTION	2	3H	4	0	0
11	130	THE FROG THAT SWALLOWED T	2	3L	4	0	0
12	143	THE LAST BLUE WHALE	2	2L	2	0	0
13	146	SECRETS OF THE SEA	3	4	3	0	0
14	150	A HOME IN THE DESERT	2	2H	1	0	0
15	174	THE FLYING PATCHWORK QUIL	2	2L	1	0	0
16	198	THE RACE	1	2H	2	0	0
17	213	GRANNY'S FISH STORY	2	2H	2	0	0
18	221	TWO WISHES	1	2L	2	0	0
19	231	HURRICANES AND BIRTHDAY C	1	2H	2	0	0
20	234	FLYING HIGH	3	5	5	0	0
21	238	RAMU AND THE KITE	2	2L	2	0	0
22	248	WHY THE SUN WAS LATE	2	2H	3	0	0
23	276	CHARLIE THE TRAMP	3	4	6	0	0

PUBLISHER'S DESIGNATED READING LEVEL - - -2-2
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READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
SPACHE- - - - - - - -	P - 3	2.3	23
HARRIS-JACOBSON - - -	1 - 5	3.0	23
FRY - - - - - - - - -	1.0 - 6.0	2.8	22

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 77/11/14.

* NEVER GIVE UP. HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON DATE PUBLISHED: 1977 *

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	34	FLAT STANLEY	2	2H	2	0	0
2	40	DO YOU HAVE THE TIME, LYD	2	2H	2	0	0
3	46	FIXING THINGS	2	3H	3	0	0
4	52	THE HOLE IN THE TREE	1	2L	2	0	0
5	62	MEXICALI SOUP	1	2H	2	0	0
6	78	ELISABETH, THE BIRD WATCH	2	3L	5	0	0
7	84	THE PRACTICAL PRINCESS	2	3L	6	0	0
8	104	THE FIRST AND LAST ANNUAL	2	3L	3	0	0
9	124	ALEXANDER AND THE MAGIC M	2	3H	4	0	0
10	134	HOW TO FIND THE ALLIGATOR	2	3L	3	0	0
11	150	STRANGE COMPANY	2	2H	2	0	0
12	166	WORKING WITH ANIMALS	2	3H	3	0	0
13	175	LITTLE HOUSE IN THE BIG W	2	3H	4	0	0
14	187	THE CASE OF THE SILVER FR	2	3H	6	0	0
15	204	MARY OF VALLEY FORGE	2	3H	5	0	0
16	209	GEORGE WASHINGTON'S BREAK	2	3L	6	0	0
17	222	NEVER GIVE UP.	X	6	6	0	0
18	224	THE WORLD OF SPORTS	2	5	3	0	0
19	227	WHERE THE GOOD LUCK WAS	2	3L	3	0	0
20	243	FIDELIA	2	3H	5	0	0
21	255	SEIGO'S SPECIAL NAME	1	2L	2	0	0
22	265	THE TALKING LEAVES	2	3L	4	0	0
23	275	TIKKI TIKKI TEMBO	2	3L	4	0	0
24	289	GUMDROP ON THE MOVE	2	3L	3	0	0
25	293	THE GOLDEN TREASURE	2	3H	5	0	0
26	308	THE ROUND SULTAN AND THE	2	3L	2	0	0
27	319	WHEN THE DRUM SANG	2	3H	6	0	0

PUBLISHER'S DESIGNATED READING LEVEL - - -3-1

READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
SPACHE- - - - - - - -	1 - 2	2.5	26
HARRIS-JACOBSON - - -	2L - 6	3.5	27
FRY - - - - - - - - -	2.0 - 6.0	3.7	27

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 77/11/14.

* SPECIAL HAPPENINGS HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON DATE PUBLISHED: 1977 *

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	27	LOVABLE LYLE	3	3H	6	0	0
2	44	THE SECRET BOX	2	2H	2	0	0
3	55	MR. HARE	2	2H	3	0	0
4	66	THE BIRTHDAY	2	3L	3	0	0
5	73	HOW TO BE A NATURE DETECT	2	2H	2	0	0
6	90	JILL WANTS SUNGLASSES	2	3L	5	0	0
7	97	KIYA THE GULL	3	3H	3	0	0
8	107	HOME ARTS	3	6	6	0	0
9	115	THE MULE WHO STRUCK IT RI	3	4	4	0	0
10	119	MITZI AND THE PRESIDENT	2	3L	2	0	0
11	130	THE EMPEROR'S NEW CLOTHES	3	3H	3	0	0
12	142	HANS CHRISTIAN ANDERSEN	2	3L	5	0	0
13	162	ATU, THE SILENT ONE	3	4	6	0	0
14	169	MORNING ARROW	2	3H	3	0	0
15	186	THE GREAT HOUDINI	2	5	6	0	0
16	199	ARTISTS AND PERFORMERS	X	8	8	0	0
17	211	ON POINTE	X	8	7	0	0
18	215	HATTIE, THE BACKSTAGE BAT	3	4	3	0	0
19	227	SHIRLEY TEMPLE	2	3L	3	0	0
20	238	IF YOU LIVED WITH THE CIR	2	3H	4	0	0
21	249	LET ME TELL YOU ABOUT MY	2	3H	3	0	0
22	262	THE SWINGING BRIDGE	3	4	5	0	0
23	274	NELLIE BLY	2	3L	2	0	0
24	278	GOVERNMENT IT'S YOUR BUSI	3	4	6	0	0
25	282	SOUND OF SUNSHINE, SOUND	2	3H	4	0	0
26	302	ANGELINA'S TWO WORLDS	2	3H	3	0	0
27	318	THE WISEST MAN IN THE WOR	2	4	6	0	0
28	330	THE SHRINKING OF TREEHORN	2	3H	7	0	0

PUBLISHER'S DESIGNATED READING LEVEL - - -3-2

READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
SPACHE- - - - - - - -	2 - 3	2.8	26
HARRIS-JACOBSON - - -	2H - 8	4.1	28
FRY - - - - - - - - -	2.0 - 8.0	4.3	28

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

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PUBLISHER'S DESIGNATED READING LEVEL - - - 4

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 78/01/19.

READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
HARRIS-JACOBSON - - -	2H - 8	5.1	50
FRY - - - - - - - - -	2.0 - 9.0	5.5	47
DALE-CHALL- - - - - -	4.0 -10.0	6.1	50

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 78/01/19.

***

49	464	IN SAN FRANCISCO	0	8	8	7	8
50	469	MOCCASINS ON CITY STREETS	0	4	5	4	6
51	491	DAVIE'S WONDERFUL SUMMER	0	7	7	7	7
52	509	THE CITY OF TOMORROW	0	7	8	8	9

PUBLISHER'S DESIGNATED READING LEVEL - - - 5

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 78/01/19.

READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
HARRIS-JACOBSON - - -	2H - 8	5.4	46
FRY - - - - - - - - - -	2.0 -10.0	6.9	49
DALE-CHALL- - - - - - -	4.0 -12.0	6.8	52
FLESCH- - - - - - - - -	5.0 -11.0	7.5	52

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

ANALYSIS OF READABILITY

HOLT BASIC READING SYSTEM BRITTON AND ASSOCIATES, INC. 78/01/19.
FREEDOM'S GROUND
WORD TRAVELERS
PAGE 202

LINE SAMPLE PASSAGE NO. 18

1 WOODCHUCK, CHIPMUNK, MOOSE, OPOSSUM, AND SKUNK WERE MADE
2 FROM SOME OTHER *INDIAN NAMES FOR ANIMALS THE SETTLERS HAD
3 NEVER SEEN BEFORE. HICKORY, PECAN, SQUASH, AND SUCCOTASH
4 WERE *INDIAN NAMES FOR TREES AND VEGETABLES THAT DID NOT
5 GROW IN *ENGLAND. BECAUSE THERE WERE NO *ENGLISH WORDS TO
6 DESCRIBE THESE THINGS, THE SETTLERS SIMPLY BORROWED THE
7 *INDIAN NAMES FOR THEM. AS THE SETTLERS AND *INDIANS
8 CONTINUED TO LIVE AND WORK TOGETHER, THE SETTLERS LEARNED
9 MUCH ABOUT *INDIAN LIFE AND CUSTOMS. THEY SAW CLOTHING,
10 TOOLS, AND DWELLING PLACES THEY HAD NEVER SEEN BEFORE.
11 MOCCASINS, WIGWAMS, TEPEES, TOTEMS, TOMAHAWKS, AND CANOES
12 WERE NEW THINGS FOR THE SETTLERS, AND THEIR NAMES BECAME NEW
13 WORDS IN *ENGLISH.

PUBLISHER'S DESIGNATED GRADE LEVEL - - - - - - - - 5

READABILITY INDEXES

FORMULA	INDEX	READING GRADE LEVEL
HARRIS-JACOBSON II	6.67	8
FRY		10
DALE-CHALL	6.97	9
FLESCH	53.15	11

READABILITY FACTORS

TOTAL NUMBER OF WORDS	111.
TOTAL NUMBER OF SENTENCES	6.
AVERAGE SENTENCE LENGTH (WORDS)	18.50
AVERAGE WORD LENGTH (LETTERS)	5.06
AVERAGE WORD LENGTH (SYLLABLES)	1.59
WORDS NOT ON DALE-CHALL LIST	17
WORDS NOT ON HARRIS-JACOBSON LIST	26
NUMBER OF SENTENCES WITH 10 OR FEWER WORDS	0
NUMBER OF SENTENCES WITH 11 TO 20 WORDS	4
NUMBER OF SENTENCES WITH 21 TO 30 WORDS	2
NUMBER OF SENTENCES WITH OVER 30 WORDS	0
NUMBER OF WORDS WITH 5 OR FEWER LETTERS	68
NUMBER OF WORDS WITH 6 TO 10 LETTERS	43
NUMBER OF WORDS WITH OVER 10 LETTERS	0

ANALYSIS OF READABILITY

HOLT BASIC READING SYSTEM BRITTON AND ASSOCIATES, INC. 78/01/19.
FREEDOM'S GROUND
WORD TRAVELERS
PAGE 202

SAMPLE PASSAGE NO. 18

WORDS NOT ON DALE-CHALL LIST:

WOODCHUCK	OPOSSUM	SKUNK	SETTLERS	PECAN	SUCCOTASH
SETTLERS	SETTLERS	CONTINUED	SETTLERS	CUSTOMS	MOCCASINS
WIGWAMS	TEPEES	TOTEMS	TOMAHAWKS	SETTLERS	

WORDS NOT ON HARRIS-JACOBSON WORD LIST:

WOODCHUCK	CHIPMUNK	MOOSE	OPOSSUM	SKUNK	SETTLERS
HICKORY	PECAN	SQUASH	SUCCOTASH	VEGETABLES	DESCRIBE
SIMPLY	BORROWED	CONTINUED	CUSTOMS	CLOTHING	TOOLS
DWELLING	MOCCASINS	WIGWAMS	TEPEES	TOTEMS	TOMAHAWKS
CANOES	BECAME				

* RIDERS ON THE EARTH — HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON — DATE PUBLISHED: 1977 *

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	18	A VISIT TO MARS	0	5	6	6	7
2	27	THE LANGUAGE OF THE BEES	0	3H	5	5	6
3	34	AROUND THE WORLD WITH ENG	0	8	12	8	13
4	37	ADVENTURE IN NAPLES	0	4	6	6	6
5	55	WILLIAM JONES: LANGUAGE D	0	8	11	9	12
6	60	SIGNS AND SYMBOLS AROUND	0	7	8	10	9
7	62	BASEBALL SIGNALERS	0	7	7	7	7
8	71	THE BASEBALL COMPUTER	0	7	7	8	8
9	84	ROBERTO CLEMENTE DIES IN	0	X	9	9	9
10	90	EXTRA, EXTRA.	0	7	7	7	7
11	100	ON A NEWSPAPER	0	8	7	9	7
12	109	THE FORGOTTEN DOOR	0	5	6	7	6
13	209	THE LAW	0	X	7	10	7
14	210	LAWYER FOR THE DEFENSE	0	5	6	4	7
15	218	LOOK OUT OVER THE SEA	0	4	6	5	6
16	239	TIDAL WAVES	0	X	9	10	9
17	251	THE BIG SPRING	0	7	7	9	7
18	253	FROM OWLS AND CRICKETS TO	0	8	7	8	8
19	256	UNDERSEA EXPLORER	0	8	7	8	8
20	258	A MODERN CASSANDRA	0	5	X	6	7
21	261	THE CHANGING YEAR	0	X	7	10	8
22	266	PELOPS AND POSEIDON	0	5	5	5	6
23	273	THEY WERE FIRST	0	8	8	10	9
24	277	EARTH'S DEEP FRONTIER	0	X	9	10	10
25	301	MUSIC BY THE MINORS	0	6	5	6	6
26	311	OUR WORLD OF MANY IMAGES	0	X	10	9	11
27	326	NATIONAL GALLERY OF ART	0	X	6	8	7
28	338	MARIA'S HOUSE	0	3H	3	4	6
29	347	NOBODY SINGS ANYMORE	0	2H	2	4	5
30	354	A JOYFUL NOISE	0	X	9	13	9
31	356	RECORD MAKERS	0	8	7	8	7
32	362	THESEUS AND THE MINOTAUR	0	5	6	6	6
33	370	BEOWULF	0	7	6	8	6
34	384	YOUNG LADIES DON'T SLAY D	0	8	6	7	7
35	389	THE CHALLENGE OF THE SWOR	0	4	3	4	6
36	405	TROUBLE IN CAMELOT	0	8	8	8	9
37	421	BRAVE QUEENS	0	X	7	8	7
38	424	ZEELY	0	6	6	6	7
39	439	CHILDHOOD DAYS	0	5	6	7	7
40	443	POINT OF VIEW	0	X	8	10	9
41	463	THE DOG OF POMPEII	0	X	9	9	9
42	474	THE SECRETS OF MINDS	0	X	9	9	9
43	477	FINDING THE PAST	0	X	10	11	10
44	480	THE SUBJECT IS PEOPLE	0	7	8	8	8
45	488	HOW OLOGBON-ORI SOUGHT WI	0	3H	4	5	6
46	493	ADVENTURES IN THE OUTER W	0	X	7	9	8

PUBLISHER'S DESIGNATED READING LEVEL - - - 6

READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
HARRIS-JACOBSON	2H - 8	5.4	32
FRY	2.0 -12.0	7.0	45
DALE-CHALL	4.0 -13.0	7.7	46
FLESCH	5.0 -13.0	7.7	46

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

* TO SEE OURSELVES — HOLT BASIC READING SYSTEM *
* HOLT, RINEHART, WINSTON — DATE PUBLISHED: 1977 *

PASS. NO.	PAGE NO.	PASSAGE TITLE	SPACHE (PP-3)	H-J (PP-8)	FRY (1-13)	DALE (4-16)	FLESCH (5-17)
1	4	SAM GETS STARTED	0	4	3	6	5
2	16	THE ELK TOOTH DRESS	0	5	6	6	6
3	24	ARTWORK OF THE NORTHERN	0	X	8	10	9
4	29	SHOES FOR HECTOR	0	5	6	5	7
5	32	WRITERS AT WORK	0	8	10	9	11
6	46	RAYMOND'S RUN	0	X	X	8	9
7	55	A DAY'S WAIT	0	8	8	9	8
8	61	WHO MAKES A BOOK?	0	X	8	11	9
9	66	ALL SUMMER IN A DAY	0	X	9	10	10
10	72	THE CEMENT TRUCK	0	5	6	6	6
11	82	THE WALL	0	X	7	9	7
12	89	MAKING INFERENCES AND JUD	0	7	6	8	7
13	104	ODD THINGS ABOUT WORDS	0	X	8	11	8
14	114	EGYPTIAN HIEROGLYPHS	0	8	8	11	8
15	121	THE SCRIBE	0	4	3	4	6
16	138	WORD ORIGINS	0	6	6	8	7
17	143	TO SERVE MAN	0	X	8	11	9
18	153	BEING BILINGUAL	0	X	X	13	16
19	156	MIYAX AND THE WOLVES	0	X	8	11	8
20	168	COMPUTER HELPS CHIMPANZEE	0	X	X	16	16
21	174	STUDYING ANIMAL BEHAVIOR	0	X	9	10	9
22	179	WHAT MESSAGE DO YOU SEND?	0	X	X	12	10
23	197	MY TEACHER, THE HAWK	0	X	X	8	10
24	210	HOW ANIMALS HELP EACH OTH	0	X	13	13	14
25	217	CONQUERING PAIN AND DISEA	0	8	8	9	8
26	219	A HUMAN BODY'S DOLLAR VAL	0	X	X	12	10
27	221	KEEPING HEALTHY	0	X	11	11	12
28	254	LEGEND OF THE LOCHS: QUES	0	X	11	10	10
29	255	EXPERIMENTS IN SOUND	0	4	6	7	7
30	262	CARL FRIEDRICH RUINS THE	0	X	9	9	10
31	271	THE FEELING + OF POWER	0	8	8	11	9
32	280	UNIVAC TO UNIVAC	0	X	X	13	15
33	287	READING TECHNIQUES SKIMM	0	7	X	9	9
34	291	SEEING BENEATH THE SURFAC	0	8	8	8	8
35	299	MAKING AN ANIMATED FILM	0	5	7	6	7
36	301	COLOR	0	X	8	10	8
37	303	DRAWING PEANUTS	0	X	9	11	9
38	316	DANCE TO THE PIPER	0	X	9	11	9
39	321	EVERYDAY ART	0	8	X	12	12
40	331	FITTING THE HOUSE TO THE	0	X	9	12	10
41	335	THE BOY WHO DREW CATS	0	7	7	7	6
42	341	THE LAST LEAF	0	4	4	6	6
43	348	WORKING ARTISTS	0	8	8	9	8
44	351	AMERICAN CRAFTS	0	X	X	10	9
45	366	ART PORTFOLIO	0	X	11	12	12
46	370	FOLK MUSIC IN AMERICA	0	X	9	10	9
47	387	BESSIE SMITH	0	X	9	9	9
48	394	READING TECHNIQUES READI	0	4	7	7	7

49	403	THE GRASSHOPPER AND THE C	0	3H	5	5	6
50	405	DON'T SHAKE HANDS WITH EV	0	4	6	6	7
51	407	CLEVER MANKA	0	7	8	6	8
52	411	WINNING WITHOUT HANDS	0	X	X	16	17
53	414	THE SHEPHERD AND THE PRIN	0	4	5	5	6
54	418	THE BRAHMAN, THE TIGER AN	0	5	7	6	7
55	420	PRESERVING THE PAST	0	X	11	15	12
56	424	THE OPEN WINDOW	0	X	10	12	10
57	427	MASTERS OF MYSTERY	0	X	9	10	9
58	428	ORGANIZING FOR WRITING	0	6	6	9	7
59	437	THE BEE-MAN OF ORN	0	X	7	7	7
60	450	RIKKI-TIKKI-TAVI	0	8	7	7	7
61	467	THE CELEBRATED JUMPING FR	0	X	X	15	17
62	476	THE DEVIL AND DANIEL WEBS	0	8	7	6	7
63	490	MAPS, CHARTS, AND GRAPHS	0	8	7	8	8
64	499	THE NIGHT THE GHOST GOT I	0	8	7	6	7
65	506	THE GENTLEMAN OF RIO EN M	0	5	6	6	7
66	508	CHAMPIONS AND CHALLENGERS	0	X	9	10	10
67	511	JACKIE ROBINSON'S MAJOR L	0	7	7	6	8
68	517	THE BACKUP TEAM	0	X	11	11	12
69	521	CROATOAN THE LOST COLONY	0	7	7	8	8
70	529	USING REFERENCE MATERIAL	0	6	6	8	7
71	539	PAUL REVERE'S RIDE	0	4	6	6	6
72	549	SYBIL LUDINGTON	0	5	7	7	7
73	570	BENJAMIN FRANKLIN FLIES	0	X	10	10	10
74	573	INVENTIONS NECESSITY WAS	0	X	X	12	14
75	578	THE SENECA FALLS CONFEREN	0	8	8	9	8
76	587	OUTLINING	0	7	7	7	7

PUBLISHER'S DESIGNATED READING LEVEL - - - 7

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 78/01/19.

READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
HARRIS-JACOBSON - - -	3H - 8	5.6	39
FRY - - - - - - - - -	3.0 -13.0	7.7	63
DALE-CHALL- - - - - -	4.0 -16.0	9.1	76
FLESCH- - - - - - - -	5.0 -17.0	8.9	76

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

ANALYSIS OF READABILITY

HOLT BASIC READING SYSTEM BRITTON AND ASSOCIATES, INC. 78/01/19.
TO SEE OURSELVES
CROATOAN THE LOST COLONY
PAGE 521

LINE SAMPLE PASSAGE NO. 69

1 DURING THAT TIME, ALL OF THEM BEGAN TO REALIZE HOW
2 ILL-PREPARED THEY REALLY WERE. IN THE FIRST PLACE, THE
3 LANDS WERE NOT NEARLY AS RICH AS THEY HAD IMAGINED AND THE
4 SUPPLIES AND FOOD THEY HAD BROUGHT WITH THEM WERE
5 INADEQUATE. BARE SUSTENANCE WOULD MEAN HARD WORK. AND
6 THEIR VERY SURVIVAL WAS EVER THREATENED BY THEIR
7 VULNERABILITY TO *INDIAN ATTACK. *WHITE'S ASSISTANTS ASKED
8 THAT HE RETURN FOR AID. THE SHIPS THAT HAD BROUGHT THEM
9 THERE WERE STILL AT ANCHOR, AWAITING PROPITIOUS WINDS AND
10 TIDES. HE COULD SAIL FOR *ENGLAND WITH THEM, OBTAIN ALL THE
11 SUPPLIES THEY MIGHT NEED, AND STILL BE BACK BEFORE THE
12 WORST OF WINTER WAS UPON THEM.

PUBLISHER'S DESIGNATED GRADE LEVEL - - - - - - - - 7

READABILITY INDEXES

FORMULA	INDEX	READING GRADE LEVEL	
HARRIS-JACOBSON II	6.01	7	
FRY		7	
DALE-CHALL	6.56	8	
FLESCH	68.07	8	

READABILITY FACTORS

TOTAL NUMBER OF WORDS	111.	
TOTAL NUMBER OF SENTENCES	7.	
AVERAGE SENTENCE LENGTH (WORDS)		15.86
AVERAGE WORD LENGTH (LETTERS)		4.60
AVERAGE WORD LENGTH (SYLLABLES)		1.45
WORDS NOT ON DALE-CHALL LIST		15
WORDS NOT ON HARRIS-JACOBSON LIST		24
NUMBER OF SENTENCES WITH 10 OR FEWER WORDS		2
NUMBER OF SENTENCES WITH 11 TO 20 WORDS		3
NUMBER OF SENTENCES WITH 21 TO 30 WORDS		2
NUMBER OF SENTENCES WITH OVER 30 WORDS		0
NUMBER OF WORDS WITH 5 OR FEWER LETTERS		84
NUMBER OF WORDS WITH 6 TO 10 LETTERS		26
NUMBER OF WORDS WITH OVER 10 LETTERS		1

ANALYSIS OF READABILITY

HOLT BASIC READING SYSTEM BRITTON AND ASSOCIATES, INC. 78/01/19.
TO SEE OURSELVES
CROATOAN THE LOST COLONY
PAGE 521

SAMPLE PASSAGE NO. 69

WORDS NOT ON DALE-CHALL LIST:

REALIZE	IMAGINED	SUPPLIES	INADEQUATE	SUSTENANCE	SURVIVAL
THREATENED	VULNERABIL	ASSISTANTS	ANCHOR	AWAITING	PROPITIOUS
TIDES	OBTAIN	SUPPLIES			

WORDS NOT ON HARRIS-JACOBSON WORD LIST:

DURING	REALIZE	ILL	PREPARED	RICH	IMAGINED
SUPPLIES	INADEQUATE	BARE	SUSTENANCE	SURVIVAL	THREATENED
VULNERABIL	ATTACK	ASSISTANTS	AID	ANCHOR	AWAITING
PROPITIOUS	TIDES	SAIL	OBTAIN	WORST	UPON

***

47	403	THE SEEING SEE LITTLE	0	8	7	8	7
48	411	PHILEAS FOGG SETS OUT	0	X	X	10	8
49	422	COMPANY MANNERS	0	6	7	8	7
50	433	IMPROVING INDUSTRY LILLIA	0	X	10	8	11
51	445	THE PRODUCTION LINE	0	X	10	11	11
52	447	THE LONG WAY AROUND	0	8	7	6	7
53	462	ELEANOR ROOSEVELT	0	7	7	8	8
54	468	UNISPEAK	0	X	X	12	14
55	473	OPENING THE WEST: LEWIS A	0	X	9	12	9
56	482	LOUIS PASTEUR: SAVING LIV	0	X	X	15	15
57	489	WORDS AND THEIR MEANING	0	3H	3	5	5
58	502	OCTOBER 2026: THE MILLION	0	X	9	10	9
59	514	SPACE NEEDS	0	X	X	11	10
60	520	AUGUST HEAT	0	8	7	7	7
61	529	READING EFFECTIVELY	0	5	9	6	9
62	536	THE BUFFALO IS BACK.	0	X	X	10	10
63	541	UNDER CONSTRUCTION	0	X	X	11	14
64	552	LOUIS ARMSTRONG AMBASSADO	0	X	9	9	8
65	558	AGAINST ODDS	0	7	7	8	7
66	566	"MULBERRY BEND MUST GO."	0	X	10	12	11
67	582	HE WHO SAYS YES HE WHO SA	0	3H	2	4	5

PUBLISHER'S DESIGNATED READING LEVEL - - - 8

BRITTON AND ASSOCIATES, INC. READABILITY SUMMARY 77/11/14.

READABILITY SUMMARY

FORMULA	GRADE RANGE	AVERAGE READING GRADE LEVEL	NO. SAMPLES USED IN AVERAGING
HARRIS-JACOBSON - - -	3L - 8	5.7	31
FRY - - - - - - - - -	1.0 -12.0	7.6	53
DALE-CHALL- - - - - -	4.0 -15.0	9.0	66
FLESCH- - - - - - - -	5.0 -17.0	9.2	66

NOTE: AVERAGE READING GRADE LEVEL BASED ONLY UPON SAMPLE PASSAGES WITHIN RANGE OF FORMULA USED.

Britton & Associates, Inc.

Instructional Materials Analysis Services

ANALYSIS FOR EQUITY

Dr. Britton has received national recognition for her sex, race and career equity reports. These reports are hand counted objective analyses requiring the researchers to read and evaluate the entire narrative. The procedures for assessing sex, race and career equity have been developed over a period of years and are in published format in order to provide other researchers with a standard verification tool. The results are reported numerically and can be verified by other researchers using the same procedures. The procedures can also be utilized to assess bias or equity for other special groups such as the elderly, single parent families, the handicapped, and multi-racial families.

Strategies for reducing bias and assessment of material including instructional film is by contract. Phone or write about submitting the material or identifying the factors to be analyzed. Quotations and bids are designed for each customer's needs.

COMPUTERIZED READABILITY ANALYSIS

Computerized readability analysis is the application of current technology to an old problem; measuring the reading difficulty or ease of materials. This new program utilizes five readability formulas to predict the relative ease of reading and expresses the measurement as the school grade a reader should have successfully completed to be able to read the sample.

The most valid and reliable formulas published are included in the Britton Associates computerized Readability Assessment Program (RAP). They are the:

Spache	Flesch	Harris-Jacobson
Dale-Chall	Fry	

Only 40% of the population can read material at high school level; 4.5% can read material designed for college level. To insure that your material is appropriate for your target group, have your books, pamphlets, safety procedures, operations manuals, regulations, policies and advertising evaluated by the Readability Assessment Program. Editing or revising of material can be simplified and rapidly expedited.

Write or call for rate sheets, samples, and options for leasing or accessing the program.

1054 NW Fillmore, Corvallis, OR 97330 (503) 753-7629

PUBLICATIONS

1/1/78

No.	Publications	Year	Price	Cost
59.	Revised Textbook Analysis Kit for Careers, Sex, Race (May be duplicated)	1977	$ 5.00	
60.	Consumers Guide to Sex, Race, & Career Bias in Public School Textbooks	1977	30.00	
61.	DANGER: State Adopted Texts May Be Hazardous to our Future -- 20 minute slide tape	1976	125.00	
	OR Film strip with tape (Sexism, Racism, Careers)	1976	32.00	
62.	Readability Analysis -- 1976 Reading 720 (1-6) Ginn	1977	4.50	
63.	Readability Analysis -- 1976 Reading Unlimited (1-6) Scott, Foresman	1977	4.50	
64.	Readability Analysis -- 1976 Houghton Mifflin Reading Series (1-6) Houghton Mifflin	1977	4.50	
65.	Britton: Informal Diagnostic Reading Instrument Fourth Ed. (Jan. 78) pp-Adult	1978		
66.	Readability Analysis -- 1976 Keys to Reading (1-6) Economy	1977	4.50	
67.	Readability Analysis -- 1976 Reading Perspectives (1-6) Heath	1978	4.50	
68.	Readability Analysis -- 1976 The Merrill Linguistic Reading Program (1-6) Merrill	1977	4.50	
69.	Readability Analysis -- 1977 Holt Basic Reading System (1-6) Holt	1978	6.50	
70.	Readability Analysis -- 1976 Reading Basics Plus (1-6) Harper Row	1978	6.50	

Purchase order number

Purchase order enclosed

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